Special Education Advisory Panel (SEAP)
OSEP Survey

September 13, 2011
8:00 am to 4:30 pm

Location	Len B. Jordan Building, Executive Conference Room, Second Floor 650 West State Street, Boise, ID 83702		
SEAP Executive Committee	Judy Randleman, SEAP Chairperson Amanda Holloway, SEAP Vice-Chairperson Tom Falash, SEAP Secretary	**Recorder**	Jan Gaylord

Returning Members – (present at meeting X, absent at meeting left blank)							
X	Bruce Christopherson	X	Judy Randleman				
X	Thomas Falash		Karen Seay				
X	Amanda Holloway						
	Casey Moyer						

Non-Voting Members – (present at meeting X, absent at meeting left blank)		
	Richard Henderson	SDE Special Education Director
X	Matt Hyde	SDE Parent Involvement Coordinator
X	Jan Gaylord	SDE Administrative Assistant

Agenda Items

Overview – OSEP Visit

Judy updated Bruce about her attendance at the OSEP convention, and the discussions there about the survey. The survey is to be a summary.

The OSEP visit in December was discussed. Need to complete the parent survey prior to the visit. Matt will get clarifications from his phone call with Angela Tanner Dean today.

SAP Survey Process – PowerPoint slides

Slides on the SAP survey and the Parent survey were reviewed.

General Overview:
Continuous Improvement Visit SAP Survey 2011

During the meeting, Matt conferenced with Angela Tanner Dean, program officer with OSEP, and she is coordinating the Continuous Improvement visit here in December.

- We are not responsible for the Parent Survey. IPUL (PTI) is responsible for the Parent Survey.
- The new format of the OSEP visit and the role of SEAP are being determined.

Each question/bullet item in the "Continuous Improvement Visit State Advisory Panel Survey" will be summarized below by the members present in today's meeting.

Questions 1-6

1. Jan to list all positions that answered: Tom, Amanda, Judy, Bruce, Casey's comments.
Say returning SEAP members, Name, 2 representations (Parent, Agency), and name of agency represented.
2. Use Casey's comment. Modify by saying first sentence: The panel meets 3-4 times/year or more often as needed. Replace "on a yearly basis" with "Annually".
3. Replace first part of Casey's comment with "SEAP has publicly provided". As a final sentence, "Information regarding SEAP recommendations or comments on legislation is available at the SEAP website."
4. Through individual roles/experiences and exchanging info with SDE, SEAP members are able to assess policy changes and their affects on the coordination and provision of services for children with disabilities.
5. Use Casey's comments. Correct SEA with SDE in last sentence.
6. SEAP members offer pertinent data related to special education services provided for children with disabilites.

Summarize Comments:
GS1: Identification of Noncompliance

For these questions, provide listing of all panel members and the membership requirement they fulfill (2011-2012). Plus description of how often panel meets.

GS1: Identification of Noncompliance

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• Given budget constraints, the state has prioritized areas of greatest need.
• n/a
• Use Casey's comments. After "dispute resolution" put a comma with this: ", offering mediations.". In the "Challenges" sentence, after "SDE involvement" add "and the geographic nature of the state.".
• The SDE has in place general supervision systems in identifying non-compliance items, which include monitoring, mediations, dispute resolutions, self-assessments, and random/focused onsite visits.

Summarize Comments:
GS2: Correction of Noncompliance

• The state has well-defined systems for correction of non-compliance items to ensure timely correction which include monitoring, mediations, dispute resolutions, self-assessments, and random/focused onsite visits.
• Evidence-based quality improvement is required on identified non-compliance items.
• Yes.
• The strength is in the generalized supersivion monitoring system in place by the SDE and the provisions provided for technical assistance in correction of non-compliance items. The challenge is in the geographical nature of the state, staffing and restructuring changes, district culture and working relationships between some districts and the SDE.
• Greater transparency, clear communication and effective support systems.

Summarize Comments:
GS3: Dispute Resolution

• Yes.
• n/a.
• Use Casey's comments.
• Current data indicates that procedures in place for dispute resolution are effective. The system in place includes facilitated IEP.

Morning Overview

Summarize Comments:
GS4: Data

• There are a variety of mechanisms with which the state gathers data. Sources include the longitudinal data system, child count data gathered annually from districts, compliance monitoring data and others. Quality Assurance and Program Monitoring staff ensure all data is received in a timely and accurate manner. This is also validated through on site district monitoring as well as the random file reviews the state conducts annually.
• The State has recently developed a longitudinal data system. Where there were many points of data collection, there is now only one. This has caused data coming from districts to be more closely reviewed for accuracy.
• The State has moved to a single point longitudinal data system, ISEE.
• Multiple data sources are presented to SEAP for the purpose of making informed decisions and improving outcomes for children with disabilities. Within the SDE division that houses Special Education, there is a high level of connection with other Federal Programs including Title I, Migrant, Safe and Drug Free Schools, LEP and School Improvement (Statewide System of Support) which allows for planning and decision making to be data driven in meeting the needs of all learners.

Summarize Comments:
GS5: Implementation of Grant Assurances

• The State has a fiscal officer that monitors local expenditures. SDE audits districts annually that districts are in compliance with federal law.
• The State's State Performance Plan and Annual Performance Report are published on the SDE website and made public through newsletters.
• The State's procedure for collecting and examining data regarding disproportionality is performed through Child Count and in the longitudinal data system.
• Yes, there is a mechanism in place to ensure that students with disabilities parentally placed in private schools receive equitable services compared with students with disabilities in public schools.
• Districts in Idaho provide developmental screenings and there are agency agreements between Health and Welfare's Infant Toddler Program and local school districts who provide services through developmental preschools. Idaho also has an Early Childhood Coordination Council (EC3) who monitors these interagency agreements and activities.

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• Students are tracked through the State's Early Childhood Outcomes Data Collection System.
Summarize Comments: **FS1: Distribution**
• None at this time. The Panel will engage in discussions with the State Special Education Director related to the State's procedures and practices of appropriate distribution of IDEA funds over the course of this school year.
Summarize Comments: **FS2: Allowable Use of Funds**
• Yes, the State has procedures and practices in place to ensure appropriate management and use of IDEA funds.   SEAP can provide feedback to the State regarding funding allocations. • One of the greatest strengths is consistency in the oversight and management of funding through the SDE office. • The State has developed a Special Education Statewide Technical Assistance office through a local university. Program staff are located throughout the State in order to provide technical assistance to needy districts ensuring students are receiving high quality services no matter their location in the State. Idaho has also developed an interactive website, Idaho Training Clearinghouse, on which webinars are archived on a wide variety of topics, all of which can be accessed by special educators throughout the State. Topics are developed based on identified needs from the field, noncompliance issues and State initiatives.
Summarize Comments: **Improving Results**
• The Panel reviews data presented by SDE staff, provides feedback related to priorities and advises the State on the development of improvement activities and setting targets that are used to improve performance. • Annual SEAP activities include evaluating efforts and reporting success. These are included in the APR and are discussed with the whole Panel annually. • Through the diversity of Panel membership, we have the ability to assist the State in identifying resources and TA providers in support of evidence-based improvement activities. • One challenge from the perspective of the Panel is the shift in staffing which can cause discontinuity in projects as well as the loss of historical knowledge. Development of procedures and systems has helped mitigate the loss of key personnel within the SDE. Consistent delivery of training options can be challenging but Idaho's use of the Idaho Training Clearinghouse to archive webinars and other training modules has helped address this issue.
Wrap-up / Action Items
The survey answers above will be shared tomorrow at the SEAP New Member Orientation meeting. There will be a timeframe given for feedback from SEAP members. The survey answers must be finalized 2 weeks prior to the OSEP visit in December. Tomorrow's agenda was reviewed for the SEAP New Member Orientation.